

DOCUMENT RESUME

ED 307 676

EA 020 933

TITLE Utah Principals Academy, 1987-1988.
INSTITUTION Utah State Board of Education, Salt Lake City.
PUB DATE 89
NOTE 72p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; *Principals; Program Descriptions; Program Guides; *School Administration

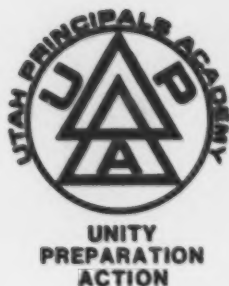
IDENTIFIERS *Utah

ABSTRACT

Improving instructional leadership skills of principals is the focus of the academy. Following a foreword and mission statement by James R. Moss, the state superintendent of public instruction, the booklet describes three programs that help to achieve the academy's goals: Academy Fellows, Academy Seminars, and Cluster Grants. Titles and authors of the 11 articles included in the booklet are as follows: (1) "Schools as Rational Organizations?" (Brian Schiller); (2) "Principals Write" (Brian Schiller); (3) "No Problem--A Zoo of Monkeys" (Dan Adams, Bruce Farrer, and Jack Bell); (4) "Reflections on the Fellows' Program of 1987-88" (Jack Bell, Paul Rasband, Dave Richards, Bob Swinburne); (5) "Wayman Revisited" (Gary Seastrand, Brian Schiller); (6) "Making Life a Little Easier" (Shauna Carl); (7) "School Climate" (Marilyn Dahl, Julie Goble, Ken Higgins, Velda Morrow); (8) "Brevity, Variety, Fragmentation, and Leadership Density" (Dan Adams); (9) "Sharing and the Utah Principals Academy" (Bob Swinburne); (10) "Thoughts on My Year as a Fellow" (John Erlacher); and (11) "Kaleidoscope" (Mary Hancey). Appended are superintendent and fellow's needs assessment results, fellows seminars summary, and academy evaluation forms. (SI)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED307676



UTAH PRINCIPALS ACADEMY 1987-1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D. E. Nelson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



UTAH STATE OFFICE OF EDUCATION
250 East 500 South / Salt Lake City, Utah 84111

James R. Moss
State Superintendent of Public Instruction

BEST COPY AVAILABLE

EA020 933



**UNITY
PREPARATION
ACTION**

PREPARED AND PUBLISHED BY
UTAH PRINCIPALS ACADEMY
BRIAN T. SCHILLER
DIRECTOR
1987-88

UTAH STATE OFFICE OF EDUCATION
250 EAST 500 SOUTH
SALT LAKE CITY, UTAH 84111

TABLE OF CONTENTS

Utah State Board of Education	1
Foreword by James R. Moss, State Superintendent of Public Instruction	3
Mission Statement	5
Utah Principals Academy Advisory Council	7
Fellows Program	8
1987-88 Fellows	9
Principal Inservice Needs as Perceived by Fellows and Superintendents	10
Summary - Fellows Seminars	11
Comments on Fellows Seminars	15
Academy Seminars	16
Conferences	17
Springfield Simulation	18
Networking/Collegiality	19
Academy Cluster Programs	20
1987-88 Director's Recommendations	22
Schools as Rational Organizations? Brian Schiller, 1987-88 Academy Director	24
Principals Write Brian Schiller, 1987-88 Academy Director	27
No Problem Dan Adams, Highland Elementary, Alpine Bruce Farrer, Northridge Elementary, Alpine Jack Bell, Altamont High School, Duchesne	29

Reflections on the Fellows' Program of 1987-88	31
Jack Bell, Altamont High School, Duchesne	
Paul Rasband, Lehi Elementary, Alpine	
Dave Richards, Skyline High School, Granite	
Bob Swinburne, Emery County High School, Emery	
Wayman Revisited	33
Gary Seastrand, Hillcrest Elementary, Emery	
Brian Schiller, 1987-88 Academy Director	
Making Life a Little Easier	35
Shauna Carl, Bonneville Elementary, Salt Lake	
Kaleidoscope	37
Mary Hancey, Newman Elementary, Salt Lake	
School Climate	39
Marilyn Dahl - South Clearfield Elementary, Davis	
Julie Goble - Holt Elementary, Davis	
Ken Higgins - Bennion Elementary, Granite	
Velda Morrow - Bountiful Elementary, Davis	
Brevity, Variety, Fragmentation, and Leadership Density	41
Dan Adams - Highland Elementary, Alpine	
Sharing and the Utah Principals Academy	43
Bob Swinburne - Emery County High School, Emery	
Thoughts on My Year as a Fellow	44
John Erlacher - John C. Fremont Elementary, Granite	
APPENDIX	45

Utah State Board of Education

Neola Brown
District 1
Beaver 84713

Keith T. Checketts
District 2
Logan 84321

John M.R. Covey
District 3
Bountiful 84010

Ruth Hardy Funk
District 4
Salt Lake City 84109

Darlene C. Hutchison
District 5
Salt Lake City 84119

M. Richard Maxfield
District 6
Salt Lake City 84117

Donald G. Christensen
District 7
West Valley 84120

Jay Liechty
District 8
Provo 84603

Valerie J. Kelson
District 9
Midway 84049

James R. Moss, Executive Officer

Twila Bringhurst, Secretary

FOREWORD

UTAH PRINCIPAL'S ACADEMY

Now in its fourth year of operation, the Academy has developed a highly favorable reputation among Utah's school administrators as the leading exponent of professional development activities for principals. All of the Academy's efforts are focused upon **improving the instructional leadership skills of principals**, a set of responsibilities which are increasingly thrust upon them as school leaders.

Several programs help the Academy achieve its goals of strengthening the role of the principal as an instructional leader including providing inservice training, building collegial networks of principals, and serving as a resource center/clearinghouse for the dissemination of ideas and practices; these programs are:

1. Academy Fellows - an intense program of eight to ten monthly inservice seminars for forty select principals.
2. Academy Seminars - a series of ten to fifteen inservice offerings open to any Utah principal.
3. Cluster Grants - small incentive grants to districts or consortia of districts to plan and implement local principal inservice efforts.

Academy programs have reached large numbers of Utah principals. Approximately 160 principals have been involved as Fellows; more than 300 principals have participated in seminars; nearly fifteen school districts or regional service centers have developed local inservice programs with cluster grant support; and many of Utah's new principals were encouraged to participate in Academy activities.

The Academy has also been supportive of several professional organizations and their inservice/conference efforts. With the decline in budgets, the Academy has aggressively pursued collaboration among agencies and organizations with responsibilities for principal inservice. Such collaborative efforts hold significant promise for innovative professional development strategies in the future because of the holistic, integrated approach which is required by working together.

The Academy has achieved a remarkable record of success. Principals have consistently demonstrated support of Academy offerings with high levels of participation. As new directions for Academy programming evolve many more principals will have the opportunity to become involved.

Sincerely,



James R. Moss
State Superintendent
of Public Instruction

MISSION STATEMENT

1987-88 proved to be exciting and invigorating for the Utah Principals Academy. The Academy once again served principals from across the State of Utah in an effort to improve their capabilities to provide educational leadership for kids, teachers, and their schools. Academy programs were offered in the midst of considerable change and potential turmoil within the educational community in our state. Among the issues all educators, and particularly principals, confronted this year were the loss to retirement of well qualified teachers and fellow administrators; the significant influx of first year principals and central office personnel; increasing student populations; and maintaining or increasing quality educational services to students with fewer supporting resources.

Teachers, principals, parents, professors and educational consultants have become more aware, during recent years, of the vital role of the principal in developing and sustaining a vibrant and effective learning climate. This rationale was used to generate the first Utah Principals Academy and continues to nurture its ongoing development and developmental efforts. The guiding objectives of the Academy which provide the framework for our activities are:

To strengthen the role of the principal as an instructional leader.

To provide inservice training for continued skill development of principals.

To build a collegial network of support among principals.

To serve as a resource center for all principals in the state in the dissemination of ideas and practices.

During 1987-88 participants in Academy programs visited and revisited three critical questions designed to help each achieve the four goals described in the mission statement:

1. What is **principal empowerment** and how can it be promoted?
2. What is **principal collaboration**, why is it vital, and how can it be promoted?
3. What is **craft knowledge** vis-a-vis the principalship and how can it be generated and disseminated?

The exploration of these three themes went beyond rhetoric to substantive opportunities for pragmatic growth. As participating principals pursued conversations around these themes, their understanding was extended to new levels. They began to comprehend that: empowered principals are more efficacious leaders; principals who can identify, articulate, and disseminate craft knowledge are able to define and design their personal inservice needs; and principals who understand collegial collaboration develop more meaningful and effective professional networks.

As principals contemplated these questions and pursued their possible answers, the Academy provided inservice opportunities designed to clarify and focus their perceptions of the expanding role of instructional leadership. Accordingly, inservice offerings in the following generic areas were developed:

1. **Instructional Leadership:** including curriculum and instruction, staff development, evaluation of teachers, instructional planning and design and instructional observation, diagnosis and supervision.
2. **Management Skills:** including planning, problem solving, decision making, organizing, leadership approaches, needs analysis, goal setting and interpersonal and communication skills.

3. **Self-Renewal:** including stress management, speaking, writing and listening skills, and assertiveness training.

The Academy mission as outlined was accomplished in 1987-88 through implementation of several programs:

1. **Fellows Program** - forty-one elementary and secondary principals were selected from fifty-five applicants. Fellows attended ten - two day inservice seminars over the year.
2. **Academy Seminars** - over fifteen seminars were presented which were open to any principal in Utah on a first come, first served basis.
3. **Conferences** - the Academy collaboratively sponsored two major conferences open to any Utah principal.
4. **Cluster Grants** - eleven school districts were awarded cluster grants of \$1,000 to \$2,000 dollars to initiate and implement inservice activities for their principals.
5. **Springfield Simulation** - twenty selected principals participated in an intensive three day activity designed to develop certain generic administrative skills.
6. **Interagency Collaboration** - the Academy began the process of building and maintaining working relationships with other educational agencies and institutions of higher education.

Each of these programs will be explained in greater detail at other points in the report.

UTAH PRINCIPALS ACADEMY ADVISORY COUNCIL

The Advisory Council is composed of representatives from several educational agencies, professional associations, and education related groups. The Advisory Council has the task of reviewing all Academy programming and activities and providing input and guidance to the director. The Council met twice during the 1987-88 year to review plans for the year and to assess Academy performance in the implementation of those plans. An important function of the Advisory Council is to provide for meaningful transition from one director to the next. The Council Members very helpful in the transmission of the Academy's organizational culture to the new director.

The Academy Advisory Council needs to continue to pay close attention to the funding question. While funding was not in question for 1987-88 and is not in question for 1988-89, the Advisory Council can serve in an advocacy role with the Utah legislature to maintain effective levels of funding for Academy operation. Council members must continue to work with the Academy director in vigilant review of funding status.

While the Advisory Council assignment is not overwhelming, the Utah Principals Academy wishes to express its heartfelt thanks to all members of the 1987-88 board for their support and encouragement. Council members are among the staunchest supporters of public education, generally, and the development/in-service efforts of the Academy specifically.

Oral Ballam - Dean, College of Education, Utah State University
James Campbell - President, Utah Education Association (UEA)
J Dale Christensen - Utah School Boards Association
Darlene Gubler - President, Utah Congress of Parents and Teachers (PTA)
Henry E. Jolley - President, Society of Superintendents
Glen H. McEntire - President, Utah Association of Elementary School Principals (UAESP)
Roger C. Mouritsen - Coordinator, Utah State Office of Education
Ivan Muse - Professor of Education, Brigham Young University
James R. Petersen - 1986-87 Director, Utah Principals Academy
Stephen Rees - State Senator
Brian T. Schiller - 1987-88 Director, Utah Principals Academy
Timothy Smith - President, Utah Association of Secondary School Principals (UASSP)
Peggy Sorenson - President, Utah Association for Supervision and Curriculum Development (UASCD)
Frank Willardsen - Alumnus, Utah Principals Academy

FELLOWS PROGRAM

During 1987-88, the Fellows Program continued as the "flagship" inservice opportunity provided to Utah principals by the Academy. The Fellows program is open to all Utah principals who must apply to participate with support from their superintendents. In 1987-88 forty-one principals were selected as Fellows from fifty-six applicants. Every effort was made to assure appropriate levels of female representation as well as selection of Fellows from non-Wasatch Front districts.

Fellows participated in ten, two day seminars beginning in August, 1987 and continuing through June, 1988. Our August meeting was devoted to discussions about possible directions for the year, to conversations about principal empowerment and development of craft knowledge, to completion of a comprehensive needs assessment, and, most importantly, to getting acquainted. Out of the discussion and the needs assessment process, came several recommendations for the year as well as the formation of a Fellows steering committee to oversee program development.

With the preceding recommendations and within the constraints of limited resources, Fellows programs were developed to reduce professional isolation, increase collegiality, improve skills and attitudes, and maximize results from each dollar expended. Accordingly, Academy programs were generic and focused on **critical issues surrounding leadership practices in effective schools**. These themes were visited and revisited because of the belief that repeated opportunities for learning are more likely to result in changes implemented at the school level. It was our hope that this focus would help Fellows develop awareness and attitudes leading to productive change in their professional behavior.

A major emphasis of the Fellows program was the effort to promote collegiality and networking. Portions of each seminar were designed to promote interaction by participants. Opportunities for discussion and reflection provided new understandings and interpretations which gave each participant insight into the potential applications of each new idea. 1987-88 culminated with an outdoor experience, "Ropes." This intensive activity had several purposes including: group bonding, development of leadership dynamics, coping with success, risk-taking, openness, trust and sensitivity. A major "Ropes" goal also was exploring and attempting to extend one's personal limits.

See roster of Fellows seminars.

1987-88 Fellows

Name	School	District
Daniel K. Adams	Highland Elementary	Alpine
Jack E. Bell	Altamont High School	Duchesne
Stephen Burnside	Riverside Elementary	Jordan
Carol Calder	Hillside Intermediate	Salt Lake
Shauna Carl	Bonneville Elementary	Salt Lake
Larry H. Charlton	Country View Elementary	Weber
Dorothy Cosgrove	Emerson Elementary	Salt Lake
Howard N. Creer	Park Elementary	Nebo
Tonita M. Crookston	Mont Harmon Jr. High	Carbon
Marilyn Dahl	South Clearfield Elementary	Davis
John C. Erlacher	John C. Fremont Elementary	Granite
Bruce Farrer	Northridge Elementary	Alpine
Lewis L. Gardiner	Whittier Elementary	Salt Lake
David S. Giles	Wasatch Middle School	Wasatch
Julie S. Goble	Holt Elementary	Davis
Mary S. Hancey	Newman Elementary	Salt Lake
Kenneth J. Higgins	Bennion Elementary	Granite
Thomas R. Hudson	Santaquin Elementary	Nebo
Larry J. Jacobsen	Adams Elementary	Logan
Leon Kent Joes	West Elementary	Washington
Mitchell Kaauli	Whitehorse High School	San Juan
Denis J. Lyons	Riverton Elementary	Jordan
Thomas P. Martin	Grand County High School	Grand
Farina S. McCarthy	Montezuma Creek Elementary	San Juan
Velda S. Morrow	Bountiful Elementary	Davis
Larry Neves	North Park Elementary	Weber
Bonnie R. Newman	Hillsdale Elementary	Granite
Lynn Patterson	Manti High School	South Sanpete
Craig L. Poll	Clinton Elementary	Davis
Thomas L. Price	Hillcrest Jr. High	Murray
George C. Rasband	Springville Middle	Nebo
Paul J. Rasband	Lehi Elementary	Lehi
Thomas J. Rees	Ephraim Middle School	South Sanpete
David R. Richards	Skyline High School	Granite
Dolores Riley	Washington Elementary	Salt Lake
Gloria A. Rupp	Academy Park Elementary	Granite
Gary E. Seastrand	Hillcrest Elementary	Alpine
Robert D. Swinburne	Emery County High School	Emery
Ray Timothy	McKinley Elementary	Box Elder
Dan M. Wells	Cleveland Elementary	Emery
Elwood B. Willis	Pahvant Elementary	Sevier

TOP TEN PRINCIPAL INSERVICE NEEDS AS PERCEIVED BY 41 FELLOWS 1987-88

1. Positive Leadership Techniques - Effective School Leadership
2. Effective Schools Research / How to Implement
3. Student Self-Concept / Self Esteem
4. Educational Futures - Where Are We Going? How Should We Prepare?
5. Remediating the Marginal Teacher / Corrective Discipline
6. Alternative School Management Strategies
7. School Climate
8. Leadership Styles / Staff Morale
9. Time Management / Stress
10. Balanced Teaching and Learning-Developing the Right Brain

TOP TEN PRINCIPAL INSERVICE NEEDS AS PERCEIVED BY 12 RESPONDING SUPERINTENDENTS 1987-88

1. Positive Leadership Techniques - Effective School Leadership
2. Role of Principal In Implementing OBE
3. Effective Elements of Instruction
4. Effective Schools Research / How To Implement
5. School Climate
6. Student Self-Concept / Self-Esteem
7. Computers In Instruction / Management
8. Update of Current Research in Writing Instruction
9. Update of Current Research in Reading Instruction
10. Update of Current Research in Math Instruction

SUMMARY FELLOWS SEMINARS

Ten seminars focusing upon skills needed by instructional leaders were provided for the 1987-88 Fellows. Several of the seminars addressed particular skills needed by principals as they attempt to administer schools. Judy Olson's presentation on characteristics of effective leaders in effective schools complemented seminars on the effective schools literature by Janet Freston and Susan Fister, on organizational culture by Jerry Patterson, and on situational leadership by Keith Steck. This combination of four seminars helped Fellows understand and examine their leadership styles, helped them consider the leadership needs of their staff members, and helped them to examine the role of the instructional leader in developing and sustaining a functioning organizational climate. Fellows learned that the effective schools of today and tomorrow will have leaders who are knowledgeable about organizational culture and nurture its development.

Two seminars helped Fellows look at the issue of school climate, motivation and school/community relations. These closely linked characteristics play key roles in effective schools. Fellows implemented a variety of productive strategies for developing positive climate in their schools. Through extensive interaction, recognition and motivational strategies were shared and explained. Strategies for successfully helping all members of the school/community accept appropriate responsibilities were presented and their merits debated. Fellows were able to formulate new realistic constructs, fabrics woven from these multiple and related factors of motivation, climate, and school/community relations.

Two seminars examined the issues of brain dominance and hemisphericity. Herrmann's brain dominance model was useful to Fellows in understanding the mix of human styles among faculty and students. Principals who understand the dominant behavior patterns of students and teachers will be able to work more effectively with them and make better use of their innate skills and abilities. Joe Wayman helped Fellows understand the need to balance our teaching styles and curriculum so that kids who are right brain dominant, and often different from the majority "left brainers," can function positively and productively in our schools.

A seminar on educational futures featured a noted futurist who provided several perspectives useful in analyzing future directions. When this presentation was coupled with comments from key educational and political leaders it made for some powerful perspectives on the future of education in Utah.

One of the most beneficial seminars was held without benefit of presenters. Fellows met together to share and to network. Out of this sharing over a dozen articles were produced. For many Fellows the sharing/writing experience was the first of their careers.

The final seminar was a fantastic activity in the mountains near Snowbird. Fellows participated in an outdoor learning experience intended to stretch them, cause them some stress in order to help them realize the expansive nature of their potential while bonding the group through trust enhancement. This most powerful learning experience was often conducted thirty to forty feet above the ground and required mutual support as well as extreme individual effort. For the Fellows it cemented personal and professional friendships and solidified the commitment to maintain an ongoing network.

The forty Fellows of the 1987-88 Academy were asked to evaluate the overall impact of their year together. Their own words best express their feelings as they responded to the following questions:

1. How did the Fellows program assist in your personal and professional growth?

A lot of new ideas, gave me the opportunity of some good self evaluations,

meet some great people.

2. What ideas have you implemented with your staff and students as a result of your participation as a Fellow?

Implemented some morale booster ideas, using writing as a school goal for next year, better appreciation of how other people feel and act.

3. What did you like best about the Fellows program?

Great presenters, informal conversations with other principals who have similar problems and difficulties.

4. What did you like least about the Fellows program?

I enjoyed the program, not much to criticize.

5. What recommendations would you make for the future?

Let us go again! Every other month for two years.

General Comments:

The Fellows program has been valuable to me personally because it has provided me with a way to interact with other principals in Utah on a regular basis. These interactions have facilitated my professional growth.

The Academy experience has allowed me to see and feel common problems shared by urban and rural administrators.

One immediate effect was seen by my staff and students after each Academy session. I CAME BACK FIRED UP AND EXCITED ABOUT EDUCATION. One of my teachers responded, "What are they doing to you up there?"

I believe I learned as much from my fellow colleagues as I did from the excellent presenters.

A strength of the Academy is the opportunity to discuss problems or seek advice and to share and solicit ideas from other administrators including those outside of my own district.

The Fellows program provided me with an opportunity to network with a variety of exemplary administrators. The monthly meetings facilitated the development of close personal and professional relationships. The network provided for the sharing of ideas, information and materials. Informal sessions provided a forum to seek solutions to exiting challenges and share information about exciting things others were involved with. The topics provided opportunities for me to look at new ideas, or to learn new information. My self awareness also increased.

I have implemented some of the effective schools information particularly that related to teacher evaluation. Many of the ideas shared by Howard Bruner related to school climate have proved effective. I have used techniques shared by Jim Fay related to improved communications.

The thing I liked least about the program is the fact that it's only one year.

Again I express my appreciation for the opportunity of being a member of the Academy. I hope it will continue in its role as a support and strength to the principalship in Utah.

Ideas implemented with staff and students as a result of participation as a Fellow:

- A. Creative writing
- B. Movement toward more right brain curriculum in all grades.
- C. Looking at learning styles as we personalize curriculum

My recommendations for the future would be to keep it going.

I enjoyed the seminars on school climate. That was a definite area of need at my new school.

It was nice to get away from the school once a month-to give the teachers and myself a break.

I enjoyed the Fellows program. I would not hesitate to apply again-or to recommend to a colleague that he/she apply. Thanks for an outstanding learning experience.

Let me say first of all that I believe the Fellows' program was the best professional experience of my career. Never before have I had the opportunity of working with such a fine group of educators nor have I had the opportunity of learning from nationally known educational experts on such an intimate and regular basis.

Participation in the seminars was a particularly challenging experience. I was forced to wrestle intellectually with new and challenging ideas. I found myself in strong agreement with many of the concepts presented, but conversely some ideas were not within the mainline of my thinking. The reactions of the other Fellows and their comments helped me as I came to grips with the ideas and formed an intellectual basis for either accepting or rejecting them.

The things I liked best:

The friendships formed with other Fellows and the director.

The opportunity for regular renewal.

The opportunity to meet nationally known presenters.

The proven ideas received ready for implementation.

The knowledge I gained about myself particularly in the Ropes experience.

The feeling of acceptance and friendship that slowly grew among those who attended the seminars regularly and to lesser extent among those attending semi-regularly.

I would recommend that all future participants and their district supervisors be told in the strongest possible terms that acceptance of an appointment to the Fellows program requires that no more than one activity be missed if at all possible.

The Fellows program absolutely should continue and be funded at a level that allows for significant activities to take place. I believe future groups should consider including an outdoor experience (similar to "ropes") as part of their program.

A variety of pertinent activities were conducted by acknowledged educational experts. Resources were thus made accessible which would generally not be in reach of practicing administrators like myself.

As a result of my involvement in this year's Academy, I've gained a much greater appreciation for diversity among individuals. I now see such diversity as desirable. In fact, I've tried to encourage instruction within my school that would capitalize on divergency of thinking and feelings. I truly believe that recognizing differences in learning styles brings about an increase in individual acceptance and, consequently, greater self-esteem, morale and creative problem solving.

I suppose the thing that I liked least about attending the Academy sessions was being out of my school so much while it was in operation. While I consider the time spent in the program a wise investment, still at times I found myself torn between my divergent responsibilities.

Upon reflection, the benefits of being a Fellow during the past year have been immeasurable. Personal growth was enhanced through the associations and friendships that were created through the program. The outstanding educators that were Fellows helped instill within me a sense of pride in the profession of administrator. I learned so much from each of the Fellows and I am grateful for that experience.

I am by far a better principal because I participated in the Fellows program. I learned so much from the presenters and colleagues.

Frankly, I believe that I have implemented something from every presenter. Although some of what has been done has been subconscious, the effects are still visible. The wonderful ideas gained from other Fellows have also affected many of the programs at this school.

The writing experience at the end was especially beneficial. However, it took one day just to get the feel and a sense of direction. Perhaps this component could be lengthened or spread out over two separate opportunities.

It has been a fantastic experience to be a Fellow in the Utah Principals Academy. I highly recommend it to anyone in a principal's position. Thanks for a great year!

COMMENTS ON FELLOWS SEMINARS

The following comments are indicative of Fellows responses to inservice seminars during 1987-88:

Hands on format, handouts, and discussions kept my interest.

Interaction among sharing groups was great!

I liked the Herrmann's Brain Dominance and Situational Leadership style instruments and feedback.

Materials and handouts were excellent.

People as the most important resource, good group activities.

Collegial interactions.

He gave me new hope! Fantastic stimulator and motivator.

The small group sessions were most beneficial.

Warmth - "practices what he preaches."

Humor and energy of the presenter.

The whole seminar was outstanding! Wouldn't change a thing - make it three days!

Very positive and shared vision of education and principal's role in making it happen. We must build other people. Thanks!!

Marvelous motivator. I would like to recommend him to our district for inservice - in fact, I will.

Materials and concepts well interrelated. Instruction from a practitioner's basis. It's o.k. to have feelings, conflict, etc.

Super presentation - will help me become a more effective leader.

Excellent opportunity to learn new techniques for working with difficult people.

Material presented - sacred cows challenged - personality of presenter.

Helping me understand how to help teachers help kids who function on different learning levels.

Fantastic - why isn't this taught in teacher prep programs!!!

Helpful ideas that I can now pass on to teachers - helping all of us to better understand the actions of children we are working with.

ACADEMY SEMINARS

Several seminars were sponsored or co-sponsored during 1987-88 which were open to any principal or assistant principal. A special effort was made to recruit new principals to these open seminars. Principals enrolled in various seminars according to individual interests and needs. Outstanding national and local presenters shared their expertise on a variety of timely topics. One of the seminars, Teacher Expectation Student Achievement (TESA) was offered for the first time in Utah and was attended by over forty principals. A full listing of all Academy seminars can be found in the appendix.



UNITY
PREPARATION
ACTION

CONFERENCES

During 1987-88 the Academy, in collaboration with several other organizations, sponsored two major conferences. "Instructional and Administrative Uses of Technology - The Principal's Role," was held January 21-22, 1988. Over 100 principals were in attendance. "The Role of Collaboration/Consultation in Effective Schools - Key Principals," was held April 7-8, 1988. Again, over 100 principals attended.

The technology conference was developed in an effort to create new awareness and attitudes among participating principals in administrative and instructional uses of emerging technologies. In addition to computer based simulations, instructional programs and management systems, participants had ample opportunities to explore laser disc technologies and C.D. Rom. Principals were also able to observe integration of these emerging technologies which produces synergistic results.

The second conference was targeted at principals and the vital roles they play in designing and implementing special education programs in their schools. The collaboration/consultation model has received major emphasis at the federal and state levels as a method for delivering appropriate educational services to mildly and moderately handicapped students. The model recommends greater use of mainstreaming for students with active "in-class" support from resource teachers or aides. Participants were introduced to the theoretical and research based evidence in support of increased mainstreaming and to working programs from schools which have begun to implement the concept.

The goal of each conference was to inform principals about ideas on the cutting edge of educational innovation; to challenge their thinking about the ways their schools currently operate; and to provide them with real-life examples of programs which were in place and operational. Each conference was designed to promote new "visions" for education among the principal participants. As instructional leaders principals need to be able to "see" or "vision" the future for their schools, articulate that vision, and help those who surround them to share in the vision.

Both conferences were formatted to include nationally recognized presenters who provided overview information, set the conference direction and tone, and presented ideas on the cutting edge of educational change and innovation. After the conference tone and direction had been set, local presenters with practical expertise acquired from implementation of the innovations made a series of small group presentations. These presentations emphasized process models used for program development, staff training, community relations and education, and site implementation.

Each conference was highly successful. Besides having excellent attendance, each conference prompted significant interaction and networking between local and national presenters and among participants. In each case, recognition of the key gatekeeping role which principals play in their schools, was both affirmed and challenged. Principals who were in the midst of change received validation of their efforts from the conferences, while those who were resistant to change had their positions challenged. The sponsors, too, were challenged to continue to build on these initial efforts with follow-up inservice activities in 1988-89. Plans have already begun to continue special education conferences targeted at principals in the coming year.

The concept of large conferences for principals needs additional review as well, to determine the cost/benefit balance. Conferences for 100 plus participants may prove to be too costly or very productive. One factor is clear, large conferences are effective in attracting resource people with positive national reputations as presenters.

SPRINGFIELD SIMULATION

The Springfield Simulation, developed by the National Association of Secondary School Principals was again offered as an inservice program for Utah principals in 1987-88. The Springfield Simulation takes participating principals through a series of skill building exercises including problem analysis, judgement, organizational ability, decisiveness, leadership and sensitivity. Principals who participated in Springfield Simulations rated this inservice among the best they have been involved in during their careers and have successfully implemented much of what they learned in their schools.

Participants are mentored throughout the simulation by experienced principals who have been trained as NASSP assessors. Mentors observe the simulation, provide direction and input as needed, and perform the critical role of debriefing participants. They are also responsible for providing substantive feedback on the performance of each participant.

Springfield was scheduled for October 25-28, 1987 at Utah State University, Logan. Twenty elementary and secondary principals who had not participated in an NASSP Assessment Center and who had between one and five years of experience enrolled in the simulation. The Principals Academy paid consultant costs, travel, lodging, and meal costs for participants and any incidental costs. Each district paid the Springfield Simulation fee of \$250.00 per participant.

Springfield proved to be a powerful developmental activity for Academy participants. Each principal wrote action plans which were designed to promote additional growth in one or two skill dimensions upon returning to school. The follow-up meeting held February 29, 1988 proved to be one of the most powerful collegial learning opportunities participants and mentors had ever attended. The sharing and networking was incredible. Participants really "opened-up," sharing ideas, concerns, problems, successes, strengths and weaknesses very freely with one another. Feelings of mutual concern and support were very strong as principals shared, advised and listened.

NETWORKING / COLLEGIALLY

A major goal of the Academy is to **reduce professional isolation** of principals and **increase networking**. All Academy efforts in 1987-88 addressed this issue by supporting formal and informal opportunities for principal interaction. Workshops and seminar presenters were requested to build interaction opportunities into their presentation schedules.

The Fellows program and the Springfield Simulation were notable for their development of networks among participants. The culminating Fellows activity "Ropes" and the writing activity produced significant networking as well as personal and professional bonding. The Springfield Simulation promoted development of professional linkages between mentors and participants. Mentors made several follow-up contacts with each participant, and many sustained their mentoring relationship over the duration of the year.

Organizational networking was also an important Academy objective for 1987-88. The Academy sustained important networks with the two major professional organizations for principals, The Utah Association of Secondary School Principals (UASSP) and The Utah Association of Elementary School Principals (UAESP). A working relationship with The Utah Association for Supervision and Curriculum Development (UASCD) was developed. Substantial efforts were made to work with the LPP-LEAD project at Brigham Young University and with a variety of staff members of the University of Utah. The Academy developed two major collaborative conferences. The Technology Conference represented the collaborative work of the Academy and Central Utah Educational Services (CUES). The Special Education conference resulted from joint efforts of the Academy, S.A.R.S., Granite District Special Education, and the University of Utah Department of Special Education.

It will be important for the Academy to nurture these networks and make new efforts to create additional networks. In this time of declining resources for education, professional networking may be one way to maintain or improve quality education for kids.

ACADEMY CLUSTER PROGRAMS

During 1987-88 the Utah Principals Academy sponsored a program of cluster grants. This program successfully provided small incentive grants to local districts to develop and implement inservice education programs for principals. Several small grants ranging from \$1,000 to \$3,000 were available on a fund matching basis.

The cluster grant program is intended to provide principals at the local/regional level with opportunities to plan and implement inservice programs. Such programs should develop skills, attitudes, and knowledge which strengthen the principal as an instructional leader, thereby improving the educational experiences of all students. It is also our intent to help principals develop collaborative and networking skills in an effort to reduce the professional isolation of many building administrators.

Application guidelines for 1987-88 were as follows:

1. Please complete the attached generic grant application from USOE.
2. Plans for inservice need to be developed by a steering committee of principals based upon a simple needs analysis and finding(s).
3. A steering committee must include a current or former Utah Principals Academy Fellow.
4. A major goal should be the formation of a collegial network to facilitate the exchange of information, ideas, craft knowledge, etc.
5. Each planned in-service activity must be evaluated and a year-end review of the cluster programs must be completed.
6. Local districts, consortia of districts, and regional service centers may apply for inservice grants of up to \$3,000 on a matching basis.
7. Applications may be submitted until September 15, 1987. Notification of cluster grant awards will be made as soon as possible after the grant deadline.

Eleven applications were received. They were reviewed by the Academy Advisory Board who determined that each applicant's request should be funded. Accordingly, the following districts were funded:

Granite \$1,600.00	
Washington	\$2,000.00
Alpine \$2,000.00	
Salt Lake	\$2,000.00
Provo \$2,000.00	
Duchesne	\$1,000.00
Davis \$1,250.00	
Jordan \$1,250.00	
Nebo \$1,000.00	
Cache \$1,500.00	
S.E.S.C.	\$2,000.00

Each of the funded districts completed one or more significant inservice programs for their principals. Generally, the inservice programs provided were well planned, resource presenters were rated as very effective, and principals attended in significant numbers. There was considerable evidence in the final reports that principals enjoyed participating in the planning and implementation of their own inservice training. Accordingly, they perceived significant

outcomes from the training they received.

While all eleven districts did very well with their funding, several developed and implemented extensive principal inservice programs with the aid of Academy cluster grants funds. The Southeastern Educational Service Center completed the second year of inservice training for principals in its region in the use of clinical supervision. During 1986-87, principals were provided with awareness and implementation level training. With 1987-88 funds, trainers were hired to provide site based support and reinforcement to principals in the process of implementing clinical supervision with their teachers. This process of awareness, training, implementation, and school based support proved to be cost effective in increasing levels of successful implementation by participants.

Washington School District developed and implemented several principals seminars as the first phase of a two year inservice education sequence. They provided their principals with nine district inservice seminars based on a district wide needs assessment. Their implementation efforts as well as their strategic long term planning to improve their principals through inservice are commendable.

Provo School District planned and implemented a series of principals seminars on leadership. Each of their six seminars focused on some aspect of leadership required of the "new" principal. Provo should be commended for their articulated program and for their extensive documentation of cluster grant outcomes.

Representative comments from the final reports of several districts are indicative of the quality of their principal inservice programs:

I've felt very positive about each of the subjects addressed this year. Very informative and timely - great presenters, as well. It may be well to assign the principals a topic - give them a chance to try their teaching skill again.

Tie into a district wide yearly goal in order to provide continuity, follow through, and to assure greater carry over/application.

The morning session with Mr. Tyson was spent in developing a perspective on leadership, particularly the role that "vision" plays in setting the tone and direction for an organization.

How as an administrator, can I spark, improve, implore, coerce teachers to change their techniques to incorporate writing?

Generally, very good holistic - very good.

A great review of the ways teachers should interact with kids.

Helped me see where we can improve teaching in our school.

I liked the way presentations were organized. Good materials.

Looking at leadership from a different perspective.

The presenter talked in realities. You can't have one without the other.

1987-88 DIRECTOR'S RECOMMENDATIONS

The recommendations which follow are those of the 1987-88 director. Some of them, should they be developed and implemented, portend major new directions for the Utah Principals Academy. All of them should be subject to review and discussion prior to acceptance or rejection. Please keep in mind that these recommendations are offered from genuine concern that the Utah Principals Academy must continue to evolve and improve in its efforts to provide inservice activities for Utah principals.

1. Include assistant principals as eligible for Academy activities and seminars.
2. Initiate formal planning for an intensive two week summer principals institute. As the Academy continues to evolve, an intensive one or two week summer institute for selected principals might be collaboratively sponsored. Such an institute should have the characteristics of a temporary system. It should be designed to improve and diversify leadership skills and attitudes, sharpen critical writing and speaking skills, and build sustainable personal and professional collegial networks. Such an institute might be co-sponsored by the Academy and one or more colleges/universities and housed at a college/university during the summer hiatus. It is plausible to envision a summer institute becoming a regional or national program in the near future to mitigate against some of Utah's provincialism. Networking with colleagues from around the state, region, and nation could have outrageous potential for all involved.
3. Explore new methods for registration of seminar participants. Many Academy seminars are heavily oversubscribed but under attended. Principals sign up for spaces then do not attend. A method to improve the attendance commitment needs to be devised. One suggestion may be to charge a fifteen dollar pre-registration fee for all seminars which is refundable upon attendance at the seminar. While such a procedure may increase record keeping it could improve participation levels by those principals who pre-register.
4. Explore creative funding patterns. Participants in Academy seminars may need to begin to pay more of their costs for meals, mileage, and lodging.
5. Explore new patterns for delivery of inservice programming to principals. Teleconferences on EDNET may be viable and cost effective.
6. Explore more areas of technology appropriate for educational applications.
7. Explore ways to consciously develop corollary or spin-off objectives from inservice seminars. For example, at a seminar on improving principals' writing skills, participants composed their written work at word processors. The opportunity to work with computers and to begin to understand their power in the administration/operation of a school was a potent learning for many principals.
8. Design several seminars/conferences so that participating principals bring a team of teachers with them to participate jointly in learning and subsequent action plan development.
9. Continue to explore and develop collegial linkages with other educational agencies and institutions of higher education. Plan collaborative inservice activities which bring together seemingly disparate groups as collegial co-sponsors.

10. Explore possibilities for establishing Academy linkages with the NASSP Assessment Center at the University of Utah. The Assessment Center is a highly successful procedure for measuring the skills and attitudes of pre-service principals.
11. Explore the possibilities for a two year tenure for the Academy director.

SCHOOLS AS RATIONAL ORGANIZATIONS?

BRIAN SCHILLER, 1987-88 ACADEMY DIRECTOR

Organizational structure, as we have learned through our training as rational, simplistic, and easy to follow. A nice easy flow is evidenced by the straight lines and top to bottom nature of the division of responsibilities. The chart indicates that the person with the most power is situated at the top, delegating a downward progression of power and responsibility. Seldom if ever is there a reversal of duty as defined by this traditional structure. Jerry Patterson¹ defines this structure as being rational in nature based on the following assumptions:

1. School systems are guided by a single set of uniform goals.
2. Power in school systems is (and should be) located at the top.
3. Decision making in school systems is a logical problem-solving process that arrives at the one best solution.
4. The public is supportive of school systems and influences them in predictable and marginal ways.
5. There is one best way to teach for maximum educational effectiveness.

It is in the best interest of schools and school systems to realize that we no longer live in a rational world where these assumptions hold true.

In undergraduate school as we prepared to become teachers, most people received training about how the organization they were soon to enter was structured. We received lots of clean schematics which illustrated the ways schools and districts operated.

Everything was clearly defined. Teachers had their instructional roles and responsibilities, assistant principals dealt with discipline, principals planned budgets and arranged purchases, consultants trained teachers in new programs, associate superintendents interviewed and hired teachers, superintendents planned board meetings agendas and set goals. The goals filtered down the hierarchy through written communications, meetings, and manuals. Schools and districts were designed so there were few, if any, questions about who was responsible for what and who had to do each of the many tasks which routinely needed to be done. The organizational flow charts were typically like the model depicted below:

When we went to work as teachers, some of us didn't get staplers. According to the schematic, we went to the department chairperson. He said he couldn't help but that the assistant principal would be able to find us one. Two days later we found the assistant principal. He said he didn't know if there were any staplers in the supply room, but we could look. We didn't find any. We then asked the principal but were told there were no more dollars available for supplies. He indicated we would have to share or wait for the new supply budget.

As time passed, we connived and shared, and our frustrations grew. One of us observed that many of the veterans just asked the custodian when they had tough problems. We tried it. It worked. We had learned our first lesson about how schools and school districts really work.

¹Patterson, Jerry; Stewart, C. Puckey; and Parker, Jackson V. Productive School Systems for a Nonrational World. Association for Supervision and Curriculum Development, Alexandria, Virginia 1986

Some of us went to work in large schools with over 1,000 kids. Some parents objected to their children's teachers. Many of them complained to the administration. Several meetings were held to improve things, but the students didn't alter their behavior, the teachers kept teaching in the same way, and the administration did not effect change in any other manner. The smart parents went to the counselor who had been in the school for nearly twenty years. Soon thereafter Johnny was in new classes with different teachers, and everybody who knew about it was happy. We had learned a second lesson about how schools really worked. It was beginning to dawn on us that the organizational structure charts looked a lot different than the way things really operated in schools and school districts.

Some of us talked at lunch about a new idea for team teaching. We went to one of the assistant principals with our ideas. She listed twenty-nine different reasons why our team teaching proposal wouldn't work. We didn't bother the principal, or the consultants, or the assistant superintendent with our plan. We wrote a letter to the superintendent. He thought our idea was great. Soon we were involved in detailed planning to effect implementation. In our own inimitable way, we had learned how our school district operated, and it did not resemble the policy in our teacher manuals.

Some of us, as younger teachers, were assigned the often onerous task of attending our school's parent/teacher meetings. We were quite amazed to see parents of handicapped students nearly engage in physical combat with parents of gifted and talented students for the few funds available to provide for the needs of special students. Both sides presented rational, as well as emotional and irrational arguments for all the world to see.

The parents of handicapped students went straight to the media to help them fight for their fair share. They knew that denying funds to handicapped kids made high drama and marketable news. The parents of the gifted students went straight to the Feds because they had policies which would assure funding for the best and brightest. It was quite amusing to watch nearly everyone ignore the way things were supposed to operate in our school and district. They didn't know about organizational flow charts and authority, and, furthermore, they didn't care.

For many years many of us continued our pragmatic and intuitive learning about the school in which we worked. Few things operated in the ways people inside and outside the organization thought they should work. Yet in a rather perverse way, our schools and districts continued to function, sometimes rather well.

Some of us learned from a presentation on organizational culture by Dr. Jerry Patterson, a school administrator from Wisconsin, that the world was and is different, and therefore, schools had to be different. We learned that the conventional nuclear family of two parents and one or more children is in reality unconventional. More often than not, our school kids are the products of divorces who live with one parent working one or more jobs, and who are frequently in need of unavailable latch key programs. Additionally, we learned that a quarter of all school age kids live in poverty, and that suicide is the second leading cause of death among adolescents. Further, many more students are being diagnosed with a variety of handicapping conditions which must be treated with insufficient resources. Against we noted the world and its people do not fit into the neatly organized little boxes of the typical flow charts of places like schools.

In his book **PRODUCTIVE SCHOOL SYSTEMS FOR A NONRATIONAL WORLD**, Patterson persuasively contends that regardless of the organizational charts, with their prescribed patterns for interaction and decision making, few schools and districts in fact operate in those ways. Many of us who graduated and entered education in the last two decades already knew that in pragmatic and intuitive fashions. Patterson conceptualized and systematically described the old system for us. He also framed the way more and more systems will be structured now and in the future:

1. School systems are necessarily guided by multiple and sometimes competing sets of goals.

2. Power in school systems is distributed throughout the organization.
3. Decision making in school systems is inevitable as is using a bargaining process to arrive at solutions that satisfy a number of constituencies.
4. The public legitimately influences school systems in major ways that are sometimes unpredictable.
5. There are a variety of situationally appropriate ways to teach that are optimally effective.

As we became principals, many of us knew that decisions could be influenced and made in lots of ways. Creative insubordination was a reality for many of us, and as we were to learn, not an uncommon practice among many of our colleagues. Our schools and districts operated with power generated from multiple sources. Parents organized groups to lobby competitively for available funds. Teacher organizations were effective at wresting many aspects of school and district governance away from administrators. Other groups lobbied effectively for protection of their interests. Patterson's description of the new organizational structures found in school was and is reality for most of us.

The new multidimensional, non-linear structure for organization is supported by other thinkers. Naisbett describes flatter organizations which function with much less linearity and hierarchy. Workers are often clustered by interests or abilities on tasks of mutual concern. Competence and performance replace status and authority. Schools can and do look and operate like this. Many of us work in schools which function within this new reality. Our organizations are and will continue to be different from the conventional norms, in fact, new norms are being created and shaped all the time. We continue to learn that negotiation, empowerment, competence, and performance are vital components of the new organizational culture. We are learning to lead through support and facilitation. Skills necessary for future success will need to be different than those skills associated with leadership in the "good old days."

PRINCIPALS WRITE

BRIAN SCHILLER - 1987-88 ACADEMY DIRECTOR

Much of the impetus for productive development of the professional skills of practicing school principals has emanated from the work of Roland Barth, founder of the nation's first principal center at Harvard University. Dr. Barth's commitment to providing quality inservice development programs for principals through principal's centers coincided with the emergence of the effective schools literature. This literature repeatedly illustrates the key roles of principals in effecting change and improvement in the schools. Recognition of the critical role of the principal in leading a school through school improvement was a major factor in the development of the Utah Principals Academy. The intent of the Academy at its inception and today was and is the development of inservice activities and programs to improve the knowledge, skills, and attitudes of principals to help them become effective instructional leaders.

The task of helping to change the role of the principal from school manager, often the physical plant manager, to instructional leader approaches transformation for many practicing principals. For some, entirely new sets of skills and attitudes need to be acquired. For a few, who routinely review the literature and upgrade and diversify their professional skills through graduate coursework and attendance at professional conferences, the necessary changes are smaller and less profound.

During 1987-88 the Principals Academy attempted to foster the transition from school manager to instructional leader for each of the participating principal Fellows. This effort was reflected in consistent efforts to **empower** Fellows with new ideas, attitudes and skills. One major empowerment thrust was the Academy's efforts to build networks among Fellows in an effort to reduce professional isolation and increase collegial interaction and support. A second major direction was to facilitate development of **craft knowledge**, the unique knowledge possessed by practitioners who meld theory and experience into meaningful understanding of schools and their frameworks operation. Fellows were provided structured and unstructured opportunities to reflect on what they had learned and their responsibilities as principals. These opportunities to think and to interact promoted development and sharing of craft knowledge among the discussants.

While reflection and interaction were critical and on-going aspects of all Academy inservice seminars, one session was devoted formally and exclusively to that end. Fellows met informally to reflect and interact about their new knowledge and its implications. Focus groups formed to review topics of common interest and Fellows were asked to go beyond reflecting and interacting to put some of their thoughts into writing. Much recent research by Barth and others has shown that writing clarifies and deepens understanding of craft knowledge. It also adds that critical component implicit in craft knowledge that it can and should be shared, through writing or other strategies.

During our session, as focus groups formed and re-formed, several articles began to emerge. Several Fellows wrote productively on their own while others attempted to articulate and record those significant aspects of their conversations. The outcome of this innovative process is the set of articles which follow.

As one reads the articles by 1987-88 Fellows it is apparent that many issues of current interest to educators and the public are addressed. Some articles express several of the concerns and frustrations principals commonly experience. Still others focus on some of the topics studied during a year together in the Academy. Yet, it is clear that these writing efforts, often collaborative, mirror the feelings and beliefs principals have about education and their work in it. The articles by Fellows may be among the best indicators of outcomes from their participation

in the 1987-88 Academy. Many have already infused what they have learned from the Fellows experience into their thinking and their daily practice. Many have become empowered and more proactive in their roles as instructional leaders.

NO PROBLEM - A ZOO OF MONKEYS

DAN ADAMS - HIGHLAND ELEMENTARY, ALPINE
BRUCE FARRER - NORTHRIDGE ELEMENTARY, ALPINE
JACK BELL - ALTAMONT HIGH SCHOOL, DUCHESNE

Conferencing and counseling with difficult adults or students is a routine responsibility of principals. The ability to conference effectively is an essential skill for all principals to develop. One of the highlights of the 1987-88 Utah Principals' Academy Fellows' Program, a presentation by Jim Fay of the Cline-Fay Institute, addressed that challenge. A principal is faced every day with situations where students, parents, and teachers have problems which they feel the principal must solve for them. One of the major causes of stress among school administrators is the continual expectation that they need to be all things to all people, that they have the ability to solve any problem presented.

The premise of Jim Fay's presentation was that the best solution to any problem lies within the skin of those who own the problem. Give those with whom you work some control over the solutions to their problems, under your terms, and make them think they know more than you do. Generally, this approach diffuses emotional situations by keeping them so busy thinking about their choices that little time is available for conflict. Mr. Fay suggests key trigger words such as "no problem," "probably true but," or "not to worry," to remind principals to keep the other people thinking about their choices and to leave control with them.

For example, rather than tell a student what he can't do or what he can't have, tell him what he can do or can have. This puts the responsibility for choice squarely on his shoulders rather than on yours. In a problem solving situation, never tell students what to do, but rather tell them what you are going to do. This is another way of giving the students some control over the solution to a problem, but under your terms. An example of this is when a student turns in a paper late and the teacher accepts it. In this situation, the student is in control of the teacher; the teacher is the one who is doing all of the thinking and having to make choices. The smart teacher would respond by stating what he is going to do. "There are two baskets on my desk, one with papers I am going to grade tonight, and the other with papers that I am going to grade this summer." The student has control of his problem; he realizes the consequences involved and can make a decision based on the choices given to him.

In working with adults, there are several sources of problems with which a principal is confronted. A principal has essentially three sources of problems, commonly referred to as "monkeys", that could ride on his back. The first monkey is the job expectations required by the board of education, superintendent, and central office of the school district. These monkeys are inescapable and each principal must develop ways to work within the framework imposed on him. Secondary, there are those goals and expectations which are self imposed. (Wouldn't it be nice if principals only had to solve problems that are generated by themselves?) The third source of monkeys causes the most stress. These result from taking the monkeys off of the back of subordinates. In doing so, the principal believes that in solving subordinates' problems, they will be better liked. In effect, the principal communicates the message that he has little confidence in their ability to solve their own problems. A second result of this is that the supervisory roles then become reversed, and the subordinate becomes the supervisor asking if that problem is solved. The third result is that the principal's office becomes a "zoo of monkeys". This has a drastic effect on the principals' effectiveness because it reduces the time a principal can spend on his primary assignments.

There are many other elements of the Cline-Fay Institute Program, but by applying the

ideas described above, principals communicate that they have confidence in students' and adults' abilities to solve their own problems. Mr. Fay also stressed that life is full of choices that we all have to make and that a student should solve real life learning situations at an early age, when the price-tag for wrong choices is not as high as it will be later. Even though many times the principal may have to take an active role in the problem solving process, generally speaking, the best solution to any problem lies within the skin of the person who owns the problem.

REFLECTIONS ON THE FELLOWS' PROGRAM OF THE UTAH PRINCIPALS ACADEMY, 1987-1988

JACK BELL - ALTAMONT HIGH SCHOOL, DUCHESNE
PAUL RASBAND - LEHI ELEMENTARY, ALPINE
DAVE RICHARDS - SKYLINE HIGH SCHOOL, GRANITE
BOB SWINBURNE - EMERY COUNTY HIGH SCHOOL, EMERY

As we reflect on the experiences of the past year, many stand out as being professionally valuable, especially those shared with the other fellows involved in the academy. Horizons have been opened to use that were hitherto only shadows in the great academic maelstrom. Even more valuable than the academic adventures we have experienced through the Fellows' Program have been the relationships formed with fellow participants. These bright individuals have become valued friends as well as professional resources, for consultants with such broad range experiences. Some of these principals are captaining ships in small, isolated rural schools while others have large metropolitan high schools. These diverse backgrounds enabled the participants to share a multitude of experiences on similar problems.

Actually, the diversity of the group has been its single strongest point. Participants learned that the same major problems faced principals from one end of the state to the other. The solutions, however, are as different as the individual principal personality. Each geographic area's local needs given an interesting "twist" to problems that cause principals to solve them in ways unique to their areas and to them. It has been most enlightening to listen and learn as problems and resulting solutions have been discussed both formally and informally.

In addition, the interaction of principals with the presenters has been most intriguing. As each participant grappled with the ideas presented, insights emerged from the group that have been true products of synergy. Observation of and participation in the mental gymnastics and reasoning processes undertaken by participants proved to be exceptional learning activities. As participants struggled to accept or reject presented material, as well attempted to fit new behavior patterns or procedures into our existing leadership and managerial styles, as well attempted to express new ideas and coalesce them into entirely new patterns, we grew and learned together.

We became aware of the great body of knowledge now available in our field. Challenging topics including whole brain learning and thinking, effective schools research, school-community relations in effective schools, hemispheric brain dominance theory and educational futures were presented by nationally known educators. While we were able to only scratch the surface of that body of knowledge, we learned many sources from which new material could be extracted. Because of our diverse backgrounds all ideas were not accepted with the same degree of enthusiasm by all participants. A pluralistic group such as ours would not be expected to accept all material presented as "gospel truth." More than ever we learned that the divergent thinking of individuals leads to the greatest learning for the group as a whole.

As one year progressed, we experienced feelings of frustration, enthusiasm, disgust, alone or in combination, and discussed specific topics. When ideas were presented with which we disagreed, it became necessary to look within ourselves. It was not nearly enough to disagree on a "gut" level and go no farther. We were forced to pull out personal feelings and examine their validity. We had to research and learn more than a single presentation could provide in order to avoid dealing from a lack of ignorance. We determined that ideas must be discussed with opponents and proponents. Only then can good decisions be made. Each of us had opportunity to go through that process several times. Each participant is a better principal (and person) for having done so. Ours is a profession of ideas; we must learn to intelligently deal with them.

No group could perform as we did without trust and goodwill among its members. The Fellows' Program, with its overnight workshops at various desirable locations around the state, provided the opportunity for a diverse group to come together and benefit from each other's experiences as well as from those of outstanding professionals from around the country. How better to learn about and from each other than to spend time with one another over meals, in the swimming pool, or in informal discussion groups. The warmth of January in St. George, the beauty of Park City in the late summer, the old hotel overlooking a town square decorated for Christmas in Ogden, all provided exceptional atmospheres for informal give and take and "getting to know you" as well as for the formal part of the program.

Speaking personally, no other professional experience has been comparable to participation in the Fellows' Program. National conventions provide a competitive number of nationally known presenters. But the long term relationships developed and the long term nature of our associations made this a unique and positive experience.

WAYMAN REVISITED

GARY SEASTRAND - HILLCREST ELEMENTARY, EMERY
BRIAN SCHILLER - 1987-88 ACADEMY DIRECTOR

In the last ten to fifteen years dramatic new learnings have emerged to dance around the parameters of public education. A variety of reform efforts have been directed at the curriculum, how teachers teach, and how principals administrate. Some of these reforms, whether they be research based or built upon new educational conceptualizations, have actually intruded with some success upon the practices of education and had some measure of influence on schools, teachers and principals. This new influence will continue to evolve for years. New instructional approaches will, over time, enter the mainstream of educational practice.

One example of a new approach to teaching children can be found in whole brain teaching and learning. Joe Wayman suggests that students can learn faster and better when both sides of the brain are integrated into the learning approach. He maintains that most current teaching practices focus strictly on the left, or analytical hemisphere of the brain. We teach students about frogs and their body systems by having them take frogs apart. After they have been completely dissected, teachers believe their students know what a frog is. In contrast, Wayman points out the benefits of a multitude of teaching activities that extend beyond the analytical. One powerful strategy is the use of visual patterning to increase learning and retention. Students who have the opportunity to observe frogs in their natural habitat will understand what frogs are, how they live, and where they live. Students will be more capable of abstractions about frogs as a result of their enhanced holistic experiences with them.

Capitalizing on the arts is another example of extending learning practices which promote the integration of both sides of the brain. When verbal or analytical processes, which are dominant on the left side of the brain, are coupled with tonality and rhythm, predominant on the right side of the brain, long term memory is significantly increased. There should be an increased effort to implement this knowledge in all areas of the curriculum. Unfortunately, many laymen perceive the arts as a secondary component of effective schooling. Yet the arts, especially those dealing with tonality and rhythm, are not given the priority they should receive from educators.

Further evidence for this fresh approach to teaching/learning is found in the emerging research on the treatment of speech impediments. Most people are familiar with a person who has a stuttering condition. Recent findings suggest that stuttering is eliminated during singing, which is an activity integrating both hemispheres. Performer Mel Tillis is a well known illustration of this phenomena.

Kinesthetic learning is another factor which promotes long term retention. Wayman argues that what the body does, the brain remembers. Students comprehend faster through kinesthetic experiences, three physical repetitions anchor the learning in the brain. Particular students are especially effective kinesthetic learners. They must touch, feel, manipulate and have multiple sensory experiences in order to attain understanding. Often, students who are identified as hyperactive, due to their need to conduct physical inquiry, are simply kinesthetic learners. Rather than working toward conformity, all students learning in the same non-tactile way, teachers must recognize and promote diversity in their learners and in the way they teach those learners. Diversity will create more opportunities for more students to achieve success.

Other factors affect whole brain learning. Wayman offers a smorgasbord of ideas which will help all teachers to become Wayman laymen. Some students spend up to 75% of their school day mentally outside of the classroom. Everyone participates in daydreaming yet it is seldom recognized for its power to generate creative solutions to problems, develop visualization skills, and rejuvenate the mental processes. Although most teachers frown upon daydreaming

students, there are subtle benefits masked in the process which could prove to be powerful aids to instruction and learning. Once again the visualization activity of the brain enhances learning. The teaching of reading by the phonics approach works well with most students, particularly those with left brain dominance. Right brain dominant students however, may benefit from a whole word, whole language approach to reading instruction.

Finally, Wayman outlines nine quick ideas rooted in whole brain theory, that developmentalists indicate are important in working with students.

1. Quiet reflection - kids need a quiet time to think. Children need to learn how to be with themselves.
2. Inactivity - we believe erroneously that inactivity is bad. We need to allow kids to have inactivity.
3. Open endedness - we don't always have to have an answer. More activities are needed that require kids to use opinions, and make interpretations.
4. Non-judgmental - it is not necessary to grade everything.
5. Playful - be full of play. Play is a very powerful way to learn. Let students play with the world and with ideas. Educators need to model play.
6. Be personal - humanize the educator as a person. Develop personal relationships with students.
7. Acceptance - verbal and non-verbal messages are constantly being sent. Non-verbal messages are always believed. The human touch is important.
8. Active - kids need to be active and participate in kinesthetic learning.
9. Laughter - the key to happiness in school. This should be built into any school program. These nine ideas seem intuitively correct. Their practice promises to enhance the education of students and provide educators with a great deal of satisfaction.

Whole brain teaching/learning has great potential as an educational practice. Many proponents believe that "at risk" students may be well served by adoption of whole brain instructional strategies. When teachers make greater efforts to reach students who are right brain dominant, more students are likely to achieve educational success reducing their "risk" factor. Successfully reaching more students with innovative whole brain instructional strategies expands the boundaries which define success, promotes creativity among teachers and learners, and fosters needed school and societal diversity.

MAKING LIFE A LITTLE EASIER

SHAUNA CARL - BONNEVILLE ELEMENTARY, SALT LAKE

A wise man once told me, "All anyone really needs to be truly happy is to feel loved and appreciated." Though the advice was given in a very different context, I have found it very useful as an administrator in developing a positive climate in my school. Activities which help people feel good about themselves, help them feel good about their school. People who feel good about themselves and their school exude positive feelings to others, leading ultimately to a more positive school climate.

School climate is the school's personality. It is radiated through personnel's performance of their duties. It is the culture of the school. It is the pre-condition for changes and improvements and the primary element in job satisfaction and productivity. It is the condition that influences how people work together in developing and accomplishing school goals. It may be apathetic, cold, unfriendly, risky, stale and stagnant, or warm, cordial, inviting, and cooperative.

Finding ways to make people feel loved and appreciated in schools is often difficult. Things which work for students cannot necessarily be used with teachers, and things used with staff aren't always effective with PTA members or volunteers. Additionally, something which is effective once may work the second time around. Creative ideas or techniques which will work are often hard to develop in the limited amount of time available to administrators. Even if time can be found to think of ways to show appreciation, time for follow-through can be non-existent. However, endeavors can ultimately make life much easier for the administrator.

A positive school climate is evidenced by caring, respect, trust, cohesiveness, and high morale--elements which affect academic and social growth. Students perform better; parents are satisfied; teachers feel their time and energies are valued as well as valuable, and administrators spend less time putting out fires and dealing with crisis. Therefore, finding techniques to improve climate is valuable.

Dr. Howard Bruner, professor emeritus from Colorado State University, presented to Academy members in December, 1987. His two day session on "Strategies Which Promote Effective School Climate" provided administrators with hoards of ideas to help people feel loved and appreciated. He also allowed time for administrators to share their own effective ideas and techniques. Lists of creative, effective ideas were developed; some of them are included here.

*** Use "Acknowledgement Chains." These chains are just like the chains made by elementary school children at Christmas. A positive comment is written on a link about someone, and the link is glued to the chain. The chain is then passed to that person who in return adds a link about someone else and passes it on. This suggestion could be effective with either staff or students.

*** Give "Hug a Frog" badges. The administrator (or teacher) gives a "Frog Badge" to someone they see doing something good. That person wears the badge throughout the day. The badge provides recognition from peers as well as from the administrator because everyone is curious about why the badge was given.

*** Remember Birthdays. A card to staff members with a brief positive statement can help them feel appreciated. Students can also be given cards; computerized programs are perfect for this. A ribbon or badge to be worn that day is also effective. Birthdays are extremely important days for children. One principal noted she gives each child a new pencil and a handshake or hug

on his/her birthday. This personal contact helps children feel loved and important.

*** Provide teachers with "penny" postcards which could be sent out to parents with short, positive comments about students. Systematic phone calls, once or twice a year for the same purpose were also suggested.

*** Face-to-face contact, a personal handshake, and a quick positive comment involves no expense and little time; however, the benefits are numerous. Personal contact was noted to be one of the most effective methods for maintaining a positive climate. Administrators must plan these activities and not depend on chance for their occurrence.

*** Put unexpected treats in the faculty room or in teachers' boxes. One principal noted he bought crates of oranges or apples when they were on sale to share with his staff. Another opened the faculty soft drink machine during faculty meetings periodically to provide staff with a free drink. One principal stated that she kept a supply of decorative 3x5 cards on her desk to write brief, positive notes to staff members. She then put the note and a chocolate kiss in the teacher's box.

*** Give every teacher an artificial flower to be given back to the administrator at another time. Exchange of the flower would entitle the teacher to a "free" period where the principal would teach their class. This was a very effective technique. Teachers felt truly cared about, and the willingness of the administrator to teach benefitted both the teachers and the students who saw their administrator in a new light.

*** Invited faculty members into your home. Comments about this suggestion noted that this created a special feeling of trust as staff members were able to see the more personal side of the administrator. Several principals suggested that simply sharing some of their personal interests or personal anecdotes with staff members improved the trust level and furthered building a positive climate. It was also proposed that principals should greet each member by their first names whenever possible.

A principals' job involves empowering others to do their jobs more effectively. If they loved and appreciated, that is more likely to happen. Teachers who feel their administrator understands, supports, and appreciates them, want to be more effective and supportive themselves. Students who feel their teachers truly care about them work harder. Parents who feel that the administration and staff know and love their children are more supportive of the school. Ultimately, everyone feels better, which definitely makes life a little easier for the principal.

KALEIDOSCOPE

MARY HANCEY - NEWMAN ELEMENTARY, SALT LAKE

"You have a call on five-six," calls the secretary's voice.

"Thanks," I say, pushing the flashing button. "Good afternoon. This is Mary," I answer in my most professional voice.

"I've decided to apply for the Principal's Academy Fellow's Program and wondered what you've decided," replies a colleague.

"I haven't given it much thought. I've been so overwhelmed with all this job entails."

"The deadline's tomorrow. I think you really ought to give serious consideration to applying."

I was bewildered by all the routine daily tasks, meeting all of the unreasonable deadlines, completing the paperwork about paperwork, dealing with the work place idiosyncrasies, as well as by the incessant interruptions. I hesitantly pulled the application from the mound of waiting papers. Racing through my mind, as if a tape recording were on fast forward, was the thought of one more deadline, one more commitment, one more activity to take me out of my school, resulting in teachers' accusations about inaccessibility.

Robot-like, I completed the form and drove to the district office in search of the Superintendent's signature. Naturally, he was not accessible. Again, I questioned the value of the task. After all, the deadline was tomorrow. I found a piece of paper and scrawled a note, almost automatically, requesting that the Superintendent forward my application.

Back at my desk, again submerged in the routine of daily tasks, I put the Academy out of my mind. When summer arrived and time at school was less hectic, my thoughts focused on the upcoming year and what it might hold. Thoughts of acceptance at the Academy and scheduling the necessary time came to mind occasionally. When, in mid July, I received a letter of acceptance, I was ecstatic! I waited anxiously for the first meeting. The questions on my internal tape began playing once again. Would the Academy be worthwhile? Would it meet my needs personally and professionally? Would it enable me to do my job more effectively? Now it seems strange that I had such thoughts after only one year as principal. After grappling with these questions as the tape replayed, I realized the answers could only emerge through experience.

August arrived and my anticipation peaked. The internal tape started anew as I drove to Park City for the first meeting. I reminded myself that experience held the answers. It was an awe inspiring occasion, that first meeting. The group included forty dynamic and professional educators eager for self-renewal and committed to improving their skills as leaders.

The first session focused on determining our interests and setting our course. Our two focal points became empowering the principalship to create effective schools and accelerating our own human potential. At the conclusion of the first meeting, all of us were stimulated and eager for more.

As I returned to school and dealt with the daily events, I found myself frequently checking the calendar, anxiously awaiting the next Academy session. The information and the presenters were always enlightening. I also found myself eager to meet with the others to discuss problems and to get solutions to some of my own.

Topics addressed in the ensuing sessions included: Effective School Research; Situational Leadership; Effective School Climate; Leadership in Effective Schools; Organizational Culture; School Community Relations; Whole Brain Teaching and Learning; Futures - A Global Perspective. The last two sessions concentrated on self analysis. We spent time sharing ideas and reflecting on our activities. One more session, Ropes, will accelerate our human potential by providing an experimental opportunity for learning as well as increasing our bonding with each other.

The worries and concerns that had played and replayed on my internal tape player have all been erased. Participation as a Fellow has provided me with much more than I ever imagined. It has provided me with camaraderie, enrichment, and support. Principals lead lonely lives, and frequently the negativity becomes insurmountable. The association with other participants validated my frustrations and feelings.

The Academy has provided a feeling of community, furnished opportunities for reflection, and allowed better understanding of issues, and concerns. It has served as an affirmation of commitment, dreams and social conscience, and as a reaffirmation of how difficult each is to achieve. Further, the Academy has evoked a renewed sense of efficacy and an understanding of how necessary and important such efficacy is to leadership. Association with knowledgeable, creative, self-reliant principals has advanced my personal growth, improved my performance, and enhanced my professional self esteem.

Now as I reflect, I remember with vivid awe the tasks and skills I obtained through trial by fire during my first year as a principal. I have renewed strength knowing that I'm not alone and that I have a network of colleagues who can provide me with ideas as well as the strength and course to force ahead.

Today I realize I entered this profession because I believed -- I believed in kids, in the system, in myself, and that I could make a difference. The Academy is a community of believers. Every step is part of a kaleidoscope merging past and present beliefs with future dreams. The future is open for new, unimagined possibilities.

SCHOOL CLIMATE

MARILYN DAHL - SOUTH CLEARFIELD ELEMENTARY, DAVIS
JULIE GOBLE - HOLT ELEMENTARY, DAVIS
KEN HIGGINS - BENNION ELEMENTARY, GRANITE
VELDA MORROW - BOUNTIFUL ELEMENTARY, DAVIS

Dr. Bruner gave a handout, a blaze-orange circle with a lined-out negative sign. The meaning of this sign is, "No negatives." Can we create an environment of no negatives? We can. However, we must begin by seeing the good around us.

School is full of opportunities to see the negative. Students, teachers, staff, and parents all give adequate opportunities to see the bad. A typical day may go as follows:

As you enter the building, you meet a teacher. Instead of "Good morning, it's good to see you," the opening comment of the day is, "Why can't the resource teachers take care of Chris all day? He doesn't belong in the regular classroom." After this warm welcome, you walk into your office, a note is taped to the phone reading, "Please call Mrs. Parks; she sounded really upset." Upset is probably the understatement of the year!

In the phone discussion with Mrs. Parks, you learned her son was beaten up at school, and "nothing was done about it." Mr. and Mrs. Parks are invited to the school to discuss the matter. They arrive within five minutes. Mrs. Parks, curlers in her hair and tears in her eyes, and Mr. Parks, anger on his face, steam coming from his ears, are both ready to meet with the principal.

An intensive discussion of the conflict with Mr. and Mrs. Parks reveals their son was the instigator, not the victim.

Heads bowed, Mr. and Mrs. Parks leave the school. That crisis is now resolved. Mrs. Parks is still teary-eyed, not because of anger, but because she is unable to deal with their son's ability to anger other students. However, you think you see a ray of sunshine in Mr. Parks' eyes.

As the Parks leave your office, the new second grade teacher enters, holding a boy by the arm. She has that same look Mr. and Mrs. Parks had an hour and a half ago! Poor Andy. "He hasn't done anything today, and for that matter, all year," states Miss. Thomas. This is a time of counseling for Andy and his teacher. It will take some time, but that's OK, after all only three reports are due to the area office today.

Your secretary steps into the office and says, "The Superintendent's office calls. The principals are meeting at 3:00 at the district office to discuss budget cuts."

There is no doubt the principal's day is filled with negative situations. This can be turned around by filling our lives by looking at the positive, the good surrounding us.

Yes, we may have to deal with angry parents, but the silent majority out there sees the good going on in the schools. The little notes and letters written to teachers complimenting them on their good work with children far outweigh the letters of criticism. Yes, teachers may have their moments of frustration working with children, but these are only occasional. Remember the pats on the back from the hard working PTA, with their hours of volunteer service in the school.

We hear there may be a student who does not want to go to school. Let's work with that child, but let's not forget the other 800 students who wake up with smiles and who can't wait to begin their school day.

We are surrounded by a world of good. We must take the time to look at that which is uplifting. Let's work for the elimination of negatives and let the positives overtake our lives.

We may want to look at the world through the eyes of a kindergarten student who saw the good on a recent spring day. He saw the principal and custodian looking critically at the dandelions on the school grounds. This young boy saw the dandelions from a whole different perspective. Looking at the two critics examining the lawn with yellow flowers, he said to his teacher, "Look at the field of wishes."

We need to begin seeing the wishes instead of the dandelion.

BREVITY, VARIETY, FRAGMENTATION AND LEADERSHIP DENSITY

DAN ADAMS, HIGHLAND ELEMENTARY, ALPINE

The nature of the managerial work of a principal is characterized by work that is verbal, choppy and varies. According to Sproul, the typical administrative day of a principal is filled with many activities of brief duration. These activities are not only patternless, disconnected, and interspersed with trivia, but the principal must change moods and intellectual frames often. Principals must perform a great number of tasks at an unrelenting pace. Free time is rarely available and responsibilities are inescapable. Sproul's study reveals that principals engage in an average of fifty-six activities daily, each averaging about nine minutes, and participate in sixty-five events, each averaging six minutes.

Administrators are overburdened with exclusive knowledge about the school. They are also overburdened with interruptions from people seeking information. Principals prefer to communicate verbally rather than using written forms of communication. Because so much of the principal's work is verbal, most of the business of the school remains unrecorded and is stored only in the administrator's memory.

Effective school literature indicates that principals are more effective as managers of their fragmented role if they set priorities about the use of time and the selection of activities. Effective principals utilize their time in what research has shown to be most efficient. The ideal following task areas, ranked in order of priority:

1. Program development (curriculum, instructional leadership)
2. Personnel (evaluation, advising, conferencing, recruiting)
3. School management (weekly calendar, office, budget, correspondence, memos, etc.)
4. Student activities
5. District office (meetings, reports, etc.)
6. Community (PTA, advisory groups, etc.)
7. Planning (annual, long-range)
8. Professional Development
9. Student behavior (discipline, attendance, etc.)

One of the important tools a principal can use to allow prioritization of time is leadership density. Principals must empower students, teachers, and parents with leadership in the school setting to disperse the work of administering the fragmented environment. Effective principals are able to increase the leadership density within their schools, thereby allowing themselves to place their time emphasis in areas most ideal for effectiveness. An example of this is in the areas of discipline. In order to devote the least amount of principal's time in this area, students must be self-disciplined, parents assume more responsibility and teachers take care of a high majority of the routine problems within their classroom.

The principal will be more effective when time is used to its best advantage and when others in the school are empowered to share the responsibility.

SHARING AND THE UTAH PRINCIPALS ACADEMY

BOB SWINBURNE - EMERY COUNTY HIGH SCHOOL, EMERY

Keeping up with current educational research and literature is difficult at best. One of the best ways to accomplish this seemingly impossible task is to become a member of the Utah Principals' Academy.

The Principals' Academy allows rural and urban principals from across Utah to come together and share the knowledge accumulated in years of experience. Principals getting together and sharing is reward enough for the program, but that is only part of the Academy.

A major part of the program is learning from nationally recognized experts. Guest speakers come from many parts of the United States. They share current research in their subjects with Academy members.

This shared knowledge can be taken back to the school setting and applied where there might be a need for strengthening a situation. Many times this new knowledge can make a tremendous positive impact on the school of the participating fellow.

The Utah Principals' Academy is a tremendous program which benefits all of Utah's schools.

THOUGHTS ON MY YEAR AS A FELLOW

JOHN ERLACHER - JOHN C. FREMONT ELEMENTARY, GRANITE

As an elementary principal in the largest district in the state, it has been most beneficial to be involved in the Utah Principals Academy. Just as there are benefits for the classroom teachers in getting together to share thoughts, ideas, and concerns with colleagues, it is equally important for principals. The unfortunate aspect of our job is there is only one principal in a building; that makes sharing difficult. The UPA has given me a chance to spend two days per month in a setting conducive to professional growth.

Formal presentations were made each day on topics such as Research on the Effective Schools Literature, School Climate, Leadership Styles, and Learning Styles, to name a few. While the formal presentations were very valuable, they most often served as springboards for more informal talks among the principals. Hearing how principals from small, rural districts, or comparably sized but differently structured districts handle issues has been very rewarding. My travel to and from these meetings has been filled with thoughts and questions which were sparked by a previous session. I have been able to examine my own behavior and to change it based on the new information I've acquired. In areas where I have had questions, I've felt comfortable challenging speakers and peers, often receiving the answer I needed, often motivating me to do further research to confirm or discount my theory. It was important for me to get as much information as I could regarding a topic before making a decision.

This experience has given me much food for thought. I feel I am better prepared to meet the continuing challenges of being the best principal I can be. A good principal is responsive to his staff, students, patrons, and community, yet is able to forge ahead in the best interests of the students. That is a definite win-win situation. My involvement in the Principals Academy has helped me to accomplish those goals.

APPENDIX

NEEDS ASSESSMENT - SUPERINTENDENT'S RESULTS

NEEDS ASSESSMENT - FELLOW'S RESULTS

FELLOWS SEMINARS - SUMMARY

ACADEMY EVALUATION FORMS

SUPERINTENDENTS' RESULTS

1987-88 FELLOWS

INDIVIDUAL NEEDS ASSESSMENT

*Please complete in a thoughtful manner and bring to our August 12-13 meeting.

Indicate on the Likert scale those topics of greatest and least interest.

TOPICS			Very Inter- ested		Inter- ester		Not Inter- ested	Total Value
2.33	1.	Using Volunteers in the School	5 2	4 1	3 2	2 4	1	2 8
3.66	2.	Update of Current Research in Reading Instruction	5 4	4 5	3 1	2	1 1	4 4
3.66	3.	Update of Current Research in Math Instruction	5 4	4 5	3 1	2	1 1	4 4
3.75	4.	Update of Current Research in Writing Instruction	5 5	4 4	3 1	2	1 1	4 5
2.75	5.	Locating, Identifying and Writing Grants	5 3	4 1	3 2	2 4	1	3 3
3.75	6.	Computers in Instruction/Management	5 4	4 4	3 3	2	1	4 5
3.58	7.	Time on Task/Academic Learning Time	5 4	4 3	3 3	2 1	1	4 3
3.41	8.	Balanced Learning and Teaching - Developing the Right Brain	5 3	4 3	3 4	2 1	1	4 1
2.25	9.	School Law and the Principalship	5 1	4	3 5	2 3	1 1	2 7
4.41	10.	Role of Principal in Implementing OBE	5 6	4 5	3 1	2	1	5 3
4.66	11.	Positive Leadership Techniques/Effective School Leadership	5 8	4 4	3	2	1	5 6
3.58	12.	Leadership Styles/Staff Morale	5 5	4 4	3	2 1	1	4 3
3.91	13.	Effective Elements of Instruction (Hunter Model)	5 6	4 2	3 3	2	1	4 7
3.25	14.	Clinical Supervision/Staff Development	5 4	4 3	3 2	2	1 1	3 9
3.91	15.	Effective Schools Research/How to Implement	5 6	4 3	3 1	2 1	1	4 7
3.00	16.	Classroom/School Discipline	5 1	4 3	3 5	2 2	1	3 6
2.16	17.	Precision Teaching	5	4 2	3 5	2 1	1 1	2 6
3.25	18.	Techniques for Direct Instruction.	5 1	4 4	3 6	2	1	3 9
2.91	19.	TESA-Teacher Expectations/Student Achievement	5 1	4 4	3 4	2 1	1	3 5

Page 2 Superintendents' results Individual Needs Assessment

TOPICS			Very Inter- ested		Inter- ester		Not Inter- ested	Total Value
3.33	20.	Matching Teaching/Learning Styles	5 3	4 2	3 4	2 1	1	4 0
3.33	21.	Programming for gifted and talented.	5 2	4 3	3 4	2 1	1	4 0
3.41	22.	Public relations - How to "sell" your school.	5 3	4 3	3 4	2 1	1	4 1
3.91	23.	School Climate	5 6	4 2	3 3	2	1	4 7
3.83	24.	Student Self Concept/Self Esteem	5 5	4 3	3 2	2	1	4 6
3.41	25.	Personal/Staff/School Needs Assessment/Goal Setting	5 3	4 4	3 2	2 2	1	4 1
3.08	26.	Time Management/Stress	5	4 4	3 7	2	1	3 7
3.50	27.	Remediating The Marginal Teacher - Issues/Answers/Corrective Discipline	5 4	4 3	3 3	2	1 1	4 2
2.91	28.	Working Effectively with Community Interest Groups	5 1	4 3	3 5	2 1	1 1	3 5
2.41	29.	Becoming an Effective Presenter	5	4	3 8	2 2	1	2 2
1.41	30.	Site and School Visits - suggest programs to be observed	5	4 2	3 1	2 3	1	1 0
3.00	31.	Measuring Student Gain/Using the Data	5 2	4 1	3 6	2 2	1	3 6
2.91	32.	Conflict/Anger Resolution/Crisis Management	5 1	4 2	3 7	2	1 1	3 5
2.50	33.	Healthy Lifestyles	5	4 1	3 8	2 1	1 1	3 2
2.66	34.	Sex Education/Aids Education	5 1	4	3 8	2 1	1 1	3 2
2.16	35.	Developing/Implementing Year Round School	5	4 1	3 4	2 4	1 2	2 6
3.41	36.	School Based Decision Making/Collaborative Management	5 1	4 6	3 4	2	1	4 1
2.66	37.	Implementing Utah's Core Curriculum	5	4 3	3 4	2 4	1	3 2
2.58	38.	School Based Research/Writing	5 1	4 1	3 5	2 3	1 1	3 1
2.75	39.	Educational Futures - Where are we going? How should we prepare?	5 1	4 2	3 6	2 1	1	3 3
2.58	40.	Alternative School Management Strategies	5	4 1	3 7	2 2	1 1	3 0
2.50	41.	Substance Abuse Education - Drugs/Alcohol	5	4 1	3 7	2 2	1 1	3 0
2.25	42.	Integration of Academics With Vocational Education	5	4	3 7	2 2	1 2	2 7

FELLOWS RESULTS

1987-88 FELLOWS

INDIVIDUAL NEEDS ASSESSMENT

*Please complete in a thoughtful manner and bring to our August 12-13 meeting.
Indicate on the Likert scale those topics of greatest and least interest.

TOPICS			Very Inter- ested		Inter- ester		Not Inter- ested	Total Value
2.29	1.	Using Volunteers in the School	5 3	4 5	3 16	2 4	1 3	9 4
3.04	2.	Update of Current Research in Reading Instruction	5 11	4 10	3 8	2 3	1	12 5
2.92	3.	Update of Current Research in Math Instruction	5 9	4 10	3 9	2 4	1	12 0
2.87	4.	Update of Current Research in Writing Instruction	5 7	4 14	3 5	2 6	1	11 8
2.90	5.	Locating, Identifying and Writing Grants	5 11	4 5	3 12	2 3	1 2	11 9
3.02	6.	Computers in Instruction/Management	5 11	4 9	3 9	2 3	1	12 4
3.07	7.	Time on Task/Academic Learning Time	5 10	4 13	3 6	2 3	1	12 6
3.12	8.	Balanced Learning and Teaching - Developing the Right Brain	5 10	4 13	3 8	2 1	1	12 8
2.78	9.	School Law and the Principalship	5 7	4 10	3 11	2 3	1	11 4
3.07	10.	Role of Principal in Implementing OBE	5 12	4 12	3 4	2 3	1	12 6
3.39	11.	Positive Leadership Techniques/Effective School Leadership	5 18	4 8	3 5	2 1	1	13 9
3.14	12.	Leadership Styles/Staff Morale	5 13	4 9	3 8	2 2	1	12 9
2.51	13.	Effective Elements of Instruction (Hunter Model)	5 7	4 10	3 6	2 3	1 4	10 3
2.29	14.	Clinical Supervision/Staff Development	5 7	4 4	3 9	2 6	1 4	9 4
3.34	15.	Effective Schools Research/How to Implement	5 15	4 8	3 10	2	1	13 7
2.73	16.	Classroom/School Discipline	5 5	4 13	3 7	2 7	1	11 2

Page 2 Fellows Results Individual Needs Assessment

TOPICS			Very Inter- ested		Inter- ester		Not Inter- ested	Total Value
2.09	17.	Precision Teaching	5 1	4 5	3 15	2 6	1 4	8 6
2.65	18.	Techniques for Direct Instruction.	5 3	4 16	3 8	2 3	1	10 9
2.73	19.	TESA-Teacher Expectations/Student Achievement	5 9	4 8	3 8	2 1	1 1	11 2
3.09	20.	Matching Teaching/Learning Styles	5 11	4 9	3 11	2 4	1 1	12 7
2.60	21.	Programming for gifted and talented.	5 5	4 7	3 15	2 1	1 1	10 7
3.02	22.	Public relations - How to "sell" your school.	5 12	4 10	3 7	2 2	1 1	12 4
3.17	23.	School Climate	5 16	4 7	3 6	2	1	13 0
3.34	24.	Student Self Concept/Self Esteem	5 15	4 11	3 6	2 1	1	13 7
3.09	25.	Personal/Staff/School Needs Assessment/Goal Setting	5 12	4 11	3 7	2 2	1	12 7
3.14	26.	Time Management/Stress	5 12	4 11	3 7	2	1	12 9
3.50	27.	Remediating The Marginal Teacher - Issues/Answers/ Corrective Discipline	5 13	4 12	3 5	2 3	1	13 4
2.91	28.	Working Effectively with Community Interest Groups	5 6	4 6	3 14	2 7	1	11 0
2.41	29.	Becoming an Effective Presenter	5 10	4 10	3 8	2 5	1	16 4
1.41	30.	Site and School Visits - suggest programs to be observed	5 6	4 4	3 4	2 2	1 3	6 5
3.00	31.	Measuring Student Gain/Using the Data	5 9	4 5	3 6	2 5	1	11 7
2.91	32.	Conflict/Anger Resolution/Crisis Management	5 5	4 16	3 7	2 3	1	12 5
2.50	33.	Healthy Lifestyles	5 3	4 6	3 8	2 8	1 2	9 9
2.66	34.	Sex Education/Aids Education	5 3	4 6	3 8	2 10	1 2	9 4
2.16	35.	Developing/Implementing Year Round School	5 5	4 5	3 4	2 7	1 3	10 4
3.41	36.	School Based Decision Making/Collaborative Management	5 10	4 8	3 4	2	1	12 7
2.66	37.	Implementing Utah's Core Curriculum	5 7	4 11	3 4	2 3	1 2	11 7
2.58	38.	School Based Research/Writing	5 4	4 5	3 5	2 4	1	9 0
2.75	39.	Educational Futures - Where are we going? How should we prepare?	5 17	4 6	3 6	2 3	1	13 6
2.58	40.	Alternative School Management Strategies	5 7	4 15	3 7	2 2	1 1	13 2
2.50	41.	Substance Abuse Education - Drugs/Alcohol	5	4 5	3 7	2 8	1 3	8 4
2.25	42.	Integration of Academics With Vocational Education	5 2	4 6	3 7	2 10	1 2	9 5

PRINCIPALS ACADEMY FELLOWS SEMINARS 1987-88

SUMMARY

Rating Scale - 1 low 5 high

SEMINAR	DATES	SITE	RATING
1. Selection and Notification of Fellows	July 1987	N/A	N/A
2. Orientation Meeting Principal Empowerment, Needs Assessment, Writing Skills	Aug.12-13, 1987	Park City	4.33
3. Effective Schools Research Consultants: Jan Freston, Susan Fister	Oct. 15-16, 1987	Provo	4.34
4. Hermann Brain Dominance/Situational Leadership, An examination of flexible leadership Consultant: Keith Steck - USOE	Nov. 19-20, 1987	Salt Lake	4.17
5. School Climate/Motivation Strategies which promote student self-concept, self-esteem Consultant: Howard Bruner, Co:orado State University	Dec. 9-10, 1987	Ogden	4.88
6. Leadership in Effective Schools Consultant: Judy Olsen	Jan. 28-29, 1988	St. George	4.81
7. Organizational Culture Development Within Schools/Alternative Management Strategies for Schools Consultant: Jerry Patterson	Feb. 18-19, 1988	Provo	4.57
8. School Community Relations Whole Brain Teaching/Local Issues Consultants: Joe Wayman, Jim Fay	Mar. 16, 1988 Mar. 17, 1988	Salt Lake Salt Lake	4.70 4.92

Page 2 Principals Academy Fellows Seminar Summary

9.	Educational Futures Global Perspectives/Local Issues Consultant: Kathleen Maloney	April 21-22, 1988	Park City	3.96
10.	Fellows as Resources Sharing our Knowledge and Skills, Writing Consultant: Tina Howard, Orem High School	May 10-11, 1988	Park City	N/A
11.	"Ropes" Enhancing Leadership Potential Through Team Building - An Existential Outdoor Experience	June 16-17, 1988	Snowbird	4.97

PRINCIPALS ACADEMY
INSERVICE SEMINARS 1987-88

SUMMARY

RATING SCALE - 1 LOW 5 HIGH

	SEMINAR	DATES	SITE	RATING
1.	Corrective Discipline	Sept. 18, 1987	Granite	4.77
2.	Essential Elements of Instruction Presenter: Allen Gurney	Sept. 24, 1987	Davis	N/A
3.	Assistant Principals Conf. Co-sponsored by Principals Academy	Oct. 22, 1987	Salt Lake	N/A
4.	Springfield Simulation	Oct. 25-28, 1987	Logan	4.59
5.	Middle Level Principals Conf. Co-sponsored by Principals Academy	Nov. 11, 1987	Salt Lake	N/A
6.	Teacher Expectation Student Achievement, Co-sponsored by Provo School District TESA is a well established program used to improve teacher expectations for traditionally low achieving students thereby improving their performance. Principals will be trained as TESA trainers to work with their own staffs and other district teachers. Presenter: Judy Olsen	Jan. 5-8, 1988	Provo	4.76
7.	Essential Elements of Instruction Part I In-depth training in the essential elements of instruction as developed by Hunter and others. Participants should sign up for both parts I and II for complete training. Presenter: Allen Gurney	Jan. 12-13, 1988	Salt Lake	4.75

Page 2 Principals Academy Inservice Seminars Summary

8.	Technology Conference "Instructional and Administrative uses of Technology -- The Principals Role" Co-sponsored by CUES	Jan. 21-22, 1988	Salt Lake	4.37
9.	UASSP Mid-Winter Conference Co-sponsored by Principals Academy	Feb. 7-9, 1988	Salt Lake	N/A
10.	UASCD Annual Conference Co-sponsored by Principals Academy Presenters: Art Costa, Jim Fay, Jack Anderson	Feb. 9-10, 1988	Salt Lake	N/A
11.	UAESP Mid-Winter Conference Co-sponsored by Principals Academy	Feb. 10-12, 1988	St. George	N/A
12.	Assertive Discipline/Administrative Intervention Two models for improving student discipline will be presented. Assertive discipline is a well defined program used to monitor and improve student behavior. Administrative intervention is a set of strategies for principals to use with a student who has been sent to the office for disciplinary action. Presenter: Ken Reavis, USOE	Feb. 23-24, 1988	Provo	4.70
13.	Corrective Discipline - Mr. Nunez is a nationally recognized school personnel specialist. He presented a model for correcting employee behavior based on sound legal and employee relations practices. Presenter: William Nunez	Feb. 26, 1988	Logan	4.89
14.	Springfield Follow-up	Feb. 29, 1988	Heber	N/A
15.	OBE/CORE Overview and Update	Mar. 1, 1988	Cedar City	N/A
16.	OBE/CORE Overview and Update A review of the most recent developments with OBE and the State	Mar. 8, 1988	Salt Lake	N/A

Page 3 Principals Academy Inservice Seminars Summary

16.	CONT. Core Curriculum. Ideas for planning and implementation Presenters: USOE Staff			
17.	Administrators Conference	Mar. 18, 1988	Salt Lake	N/A
18.	Essential Elements of Instruction Part II Continuation of program described in item #7 above Presenter: Allen Gurney	Mar. 29-30, 1988	Salt Lake	4.89
19.	Special Education Conference "The Role of Collaboration/Consultation in Effective Schools - Key Principals" - Co-sponsored by USOE, Granite School Dist. The first conference on special education issues with focus on the principalship in eight years. A review of the latest research and programs available for special and general education. Presenters: Anita DeBoer, Russell Gersten	April 7-8, 1988	Salt Lake	4.26
20.	Utah Federation for Drug Free Youth Conference	April 15-16, 1988	Salt Lake	N/A
21.	Summer Conference - UASSP	June 12-14, 1988	Logan	N/A
22.	Summer Conference - UAESP	June 21-23, 1988	Logan	N/A

UTAH PRINCIPALS ACADEMY EVALUATION

TITLE OF SEMINAR _____ DATE OF SEMINAR _____

In order to assess the effectiveness and overall impact of this seminar, we ask that you complete this evaluation form and turn it in before you depart. Please feel free to make any additional comments. Thank you for your attendance and your assistance.

SECTION I - PROGRAM EVALUATION

Conference Component	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The seminar objectives addressed my educational concerns.	()	()	()	()	()
2. The seminar objectives were related to <u>practical educational application</u> in my specific job setting.	()	()	()	()	()
3. The seminar had some outstanding <u>components which were unique</u> or innovative.	()	()	()	()	()
4. Presentations were <u>well organized</u> .	()	()	()	()	()
5. My <u>questions were satisfactorily answered</u> by personnel conducting the seminar.	()	()	()	()	()
6. The <u>strategies</u> utilized, including instructional resources, <u>were appropriate</u> for meeting the stated objectives.	()	()	()	()	()

- | | | | | | | |
|----|---|-----|-----|-----|-----|-----|
| 7. | Adequate provisions were made for me to provide feedback to the personnel conducting the workshop. | () | () | () | () | () |
| 8. | As a result of this seminar, <u>I will alter my educational behavior</u> in a more positive direction in my specific job setting. | () | () | () | () | () |

SECTION II - COMMENTS

1. What were the most significant and useful aspects of the seminar?

2. What aspects were least helpful?

3. How could the format of the seminar be improved?

4. Comment on physical arrangements: _____

